

FRENCH II 2007

COURSE DESCRIPTION:

French II will further develop the communication skills and cultural knowledge students have acquired in French I. While students will be expected to understand, speak and write French with increasing accuracy, instruction will focus upon meaningful interaction and creative use of the language rather than memorization of grammar rules. Much of the communication in the classroom will be in the target language, and students are encouraged to speak French as often as possible. In addition to increasing proficiency in the present tense and *futur proche*, students will use the *passé composé* and *imparfait* to narrate and describe events in the past. Themes for the year will include the self and relationships with others, leisure activities, the arts and entertainment, travel, technology, health and illness, daily routines, actions and emotions, shopping, geographical features, descriptions, comparisons, education, occupations, idiomatic expressions, and famous figures in Francophone culture and history.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 7.1: COMMUNICATION

All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

STANDARD 7.2: CULTURE

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

STANDARD 8.1: COMPUTER AND INFORMATION LITERACY

All students will use computer applications to gather and organize information and to solve problems.

STANDARD 8.2: TECHNOLOGY EDUCATION

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

CUMULATIVE PROGRESS INDICATORS:

7.1: Communication

Novice-High Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture.
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions.
4. Comprehend short conversations and brief written messages on familiar topics.
 - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
 - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
 - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections.

B. Interpersonal Mode (direct oral or written communication)

1. Give and follow a series of oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture during daily interactions.
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
 - Grade level appropriate math concepts (e.g., buying/selling transactions)
 - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
 - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
 - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts.

C. Presentational Mode (spoken or written communication for an audience)

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format.
2. Describe in writing using a guided format people and things from the home/school environment.
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing.
4. Tell or write about products of the target culture and simulate common cultural practices.
 - Grade level appropriate social studies topics (e.g., culinary contributions, crafts, or artifacts from the target cultures)

7.2: Culture

Novice-High Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Compare daily practices of people in the target culture(s) with their own.
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken.
3. Identify aspects of culture presented in photographs, plays, or films.
4. Identify common tangible and intangible cultural products of the target culture(s).

B. Interpersonal Mode (direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections.

C. Presentational Mode (spoken and written communication for an audience)

1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own.
2. Describe and reproduce expressive products of the target culture(s).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S.

8.1: Computer and Information Literacy

A. Basic Computer Skills and Tools

5. Produce a multimedia project using text, graphics, moving images, and sound.

B. Application of Productivity Tools Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Information Access and Research

6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

8.2: Technology Education

C. Systems in the Designed World

2. Analyze the factors that influence design of products, systems, and environments.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

- TPR activities in which students respond physically to commands and directions.
- Copy, translate and discuss quotes and expressions of the day.
- Match French proverbs with English equivalents.
- Study French body language and imitate gestures modeled on french.about.com.
- Play guessing games and games such as 20 Questions, Password, Mille Bornes, Scattergories, French Cultural Trivia and Mad Libs in French.
- Watch French television commercials and complete a written activity while viewing.
- Listen to simple jokes in the target language.
- Design and label a dream car.
- Read about *La Java* and listen to Edith Piaf's *L'Accordéoniste*.
- Listen to, translate, and sing along with MC Solaar's rap song, *Victime de la Mode*.
- Watch *Jeunes Francophones* episodes about cuisine and fashion.
- Read about Haute Couture and the French designers Coco Chanel, Yves Saint-Laurent, Christian Dior and Jean-Paul Gaultier.
- Read about the *Bal des Débutantes*. Find out who designed the latest gowns and what charitable organizations received proceeds from the event.
- Read French children's books such as *L'Escargot*, *La Chenille qui fait des Trous*, *Toute la Ville dans les Oreilles*, and various non-fiction about animals.
- TPR Storytelling activities: Complete a variety of oral and written activities after reading short stories. For example:
 - Answer questions about stories and of a personal nature orally and in writing.
 - Retell stories to a partner.
 - Invent questions about a story to ask a partner.

- Illustrate a story after reading or listening to it and compare pictures with those of classmates.
- Compare and contrast characters in a story using a Venn diagram and descriptive paragraphs.
- Invent a solution for a problem faced by a character in a short story.
- Predict an ending for a short story.
- Create a sequel for a story read in class.
- Rewrite a narrative in the past tense after reading it in the present.
- Revise a story by changing the perspective from third person to first person.
- Students guide each other through a miniature French town.
 - Partners give each other step-by-step instructions explaining how to send an email or make a phone call using a *télécarte*.
 - Role-play buying clothes in a mall in France and bargaining at a market in Sénégal.
 - Role-play ordering food at a restaurant.
 - Role-play a visit to a doctor's office or hospital.
 - Create a dialog between a talking dog and a veterinarian.
 - Prepare and act out a skit about a situation occurring at home or at school:
 - Siblings fight over what to watch on television (using a French TV guide).
 - Friends try to decide what to do after school.
 - A child complains about all of the chores (s)he has to do and asks for more privileges/allowance.
 - Students discuss how to handle an unfair teacher.
 - American exchange students become lost in Paris.
 - Situation cards: Students draw cards containing various tasks (i.e. make an appointment or a reservation, buy tickets, or arrange a meeting) and role-play the conversation with a partner.
 - Imagine and role-play an interview with a figure from French history.
 - Write a descriptive paragraph about a familiar person or object and have a partner guess who or what is being described.
 - Compare and contrast French and American versions of popular fairy tales.
 - Recite selected fables by Jean de La Fontaine.
 - Dramatize fables in groups.
 - Create a compilation of fables written and illustrated by individual students. Each fable should include animals as characters and a moral or life lesson.
 - Write and perform a dialog between a travel agent and a client trying to choose a vacation destination.
 - Create a travel brochure about a Francophone region.
 - Create a (digital) scrapbook detailing a real or imagined trip to France, including pictures, travel documents, ticket stubs, menus, journal pages, etc.
 - Write/respond to an invitation.
 - Create greeting cards for various occasions in the target language, possibly using a computer template, website, and/or clip art.
 - Given a copy of a comic strip with the words removed, insert a logical and amusing dialog.
 - Keep a log of daily routines and report activities to the class using past tense.
 - Read French news articles in print and online. Report current events to class.

- Create original advertising posters with French product descriptions and slogans.
- Compile a fashion magazine using individual students' original designs and French descriptions of the outfits.
- Put on a fashion show including interviews with the "models".
- Sing a variety of French songs.
- Prepare an oral report about a favorite French actor or musician.
- Prepare a written report about a Francophone inventor or scientist.
- Create an original work of art using Impressionist techniques.
- Research French chefs and cooking schools.
- French Food Day:
 - Translate authentic French recipes and convert metric measures and temperatures.
 - Prepare the dishes and bring them to class for others to sample.
 - Offer, accept, refuse, and compliment foods in French.
- Compare typical French and American diets and research the prevalence of various health problems to see if any connections may be drawn.
- Prepare a healthy, well-balanced diet plan for a patient with a health/weight issue.
- Compare and contrast aspects of French and American systems of education, including the *Baccalauréat* and the SAT.
- Write about the ideal school.
- Answer questions orally and in writing about cultural readings on Belgium and Monaco.
- Compare French and American leisure activities, sports and games.
- Compare and contrast the custom of bullfighting in France and Spain.
- Compare and contrast American cowboys and French *gardians*.
- Read and discuss information about events such as the *Tour de France*, *les Courses camarguaises*, *les 24 heures du Mans* and the Paris-Dakar off-road race.
- Use a Venn diagram to compare and contrast Halloween and *la Toussaint*.
- Read about traditions related to Christmas Eve and New Year's Eve and answer written questions or discuss how those customs compare with the students' own.
- Celebrate various holidays with authentic foods, music and activities.
- Invite guest speakers into the classroom.
- When possible, participate in field trips and excursions to theatrical presentations, French restaurants, French-speaking regions, etc.
- Interdisciplinary units in collaboration with other teachers:
 - World Cultures: Study and report on various peoples of Africa.
 - Art: Multimedia unit on Impressionism.
 - Health: Compare meals, nutrition, health statistics and health systems among countries.
 - Science: Prepare a weather forecast in the target language.

INSTRUCTIONAL STRATEGIES:

- Teaching Proficiency through Reading and Storytelling (TPRS) techniques:

The teacher presents new vocabulary items/phrases in their natural state, often using props or visuals, and attaches a gesture. New terms are presented in small groups and practiced one at a time. English translations are often used to avoid confusion.

Students use the designated gestures to demonstrate comprehension of newly learned vocabulary in brief practice sessions with classmates, and in order to lower the affective filter and facilitate long-term retention.

The teacher uses Personalized Question and Answer (PQA) sessions, “circling” and Personalized Mini-Situations (PMS) to present vocabulary in context, provide the high number of repetitions necessary for acquisition, and to allow students to begin using new terms. Circling is a questioning strategy based on the Natural Approach. It incorporates yes/no questions, either/or questions, and open-ended questions. Personalization increases student involvement and allows the teacher to cast students in a positive light. During this process, the teacher stays “in-bounds” by using previously learned vocabulary and cognates, with new words presented in writing next to their English counterparts. The goal is for all students to internalize the vocabulary.

The teacher then presents interesting/amusing mini-stories orally as students dramatize, illustrate, visualize, translate, correct, co-create, modify, respond to various questions, supply missing vocabulary words, and/or choose/arrange images to represent the narrative. These practice activities allow the teacher to check for understanding and afford students practice with the vocabulary, but more importantly serve as a vehicle for a great deal of contextualized, comprehensible input.

Students retell the mini-stories to partners, small groups, and/or the class, changing and adding details as they become more comfortable with the material.

Students read the mini-stories and revised versions of the stories and engage in various activities for further practice, including translations and question and answer sessions.

“Pop-up” grammar lessons explain grammatical structures quickly, through meaning rather than rules.

Students write out the mini-stories as the teacher dictates or presents the illustrations. Especially later in the year, group or peer editing techniques may be used to improve spelling and mechanics. However, the student’s ability to understand and be understood is the main focus, and error correction is achieved mainly through providing adequate repetitions of correct phrasing rather than drawing attention to errors.

Vocabulary and structures from several mini-stories are then incorporated into a longer story, and students engage in a variety of written and oral activities following the presentation of this “main *conte*”. The story is reviewed, revised and extended through the use of open-ended questions.

Students use language creatively and engage in problem-solving through writing prompts such as “What’s Missing?” and “Make-a-Story” activities.

Supplemental readings are used both in the classroom and independently to reinforce and expand vocabulary and to increase cultural knowledge.

Brief quizzes allow students to experience success. Unit tests are performance-based and incorporate all four skills and some culture.

Various extension activities and projects build upon themes covered and connect learning with other content areas.

- Total Physical Response (TPR) activities: Students follow directions given by teacher or partner.
- Cooperative learning activities such as think-pair-share, four corners, inside-outside circles, and jigsaw lessons.
- Paired oral practice.
- Teacher-led, shared writing activities using the board or (overhead) projector.
- Peer and group editing.
- Group and individual (research) projects and presentations.
- WebQuests and Internet scavenger hunts.
- K-W-L procedure.
- Cloze activities.
- Sequencing activities.
- Brainstorming.
- Mind-mapping.
- Graphic organizers.
- Gouin series.
- Dialog journals/learning logs.
- Free writing.

- Living sentences.
- Interviews.
- Discussions and debates.
- Interactive activities such as skits, role-playing and dialogs.
- Direct instruction and drills.
- Puzzles, word games and worksheets.
- Individual oral questions.
- Conferencing with individual students.
- Mnemonic devices.
- Use of a variety of visuals such as picture files, props, puppets, flash cards, photos, slides, and realia collected in France and Québec.
- Multimedia, PowerPoint and slide presentations using laptop computer and projector.

EVALUATION/ASSESSMENT OF STUDENTS:

- Class participation, including daily attentiveness and oral and written classwork, as well as role-plays, skits, dialogs, oral reports, performances and presentations
- Homework, including oral practice logs, supplemental readings and written exercises
- Notebook checks/open notebook quizzes or tests
- Oral and written quizzes and vocabulary mini-quizzes
- Tests including vocabulary, reading, writing, listening, speaking and culture sections
- Various creative writing assignments
- Creative and research-based projects
- Video and/or audio recordings
- Dictations
- Translations
- Performance tasks
- Rubrics tailored to various tasks to be scored by the teacher and/or students
- Self-assessment checklists
- Portfolios
- Final exam

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

- *Standards for Foreign Language Learning in the 21st Century* (1999)
- New Jersey Core Curriculum Content Standards for World Languages (2004)
- New Jersey World Languages Curriculum Framework (1999)
- *Raconte-moi Davantage!* and supplemental materials by Carol Gaab and Kristy Placido (TPRS Publishing)
- *Look, I Can Talk More!* and supplemental materials by Blaine Ray
- *Bon Voyage* textbook and ancillary materials from Glencoe
- French children's books including *L'Arbre au grand Coeur (The Giving Tree)* by Shel Silverstein, *Max et les Maximonstres (Where the Wild Things Are)* by Maurice Sendak and *Mad Libs* in French
- *30 Projects on Communicating in French* by Wade Petersen
- *44+ Internet Projects and Activities for French Class* by Tom Alsop
- Various Internet resources including french.about.com
- Videos including the French versions of *Ice Age*, *the Grinch*, *Aladdin*, *Petit Stuart (Stuart Little)*, and *La Belle et la Bête (Beauty and the Beast)*
- Various audio books, CDs, and CD ROMs (i.e. *Astérix*)
- Music by MC Solaar, Mitsou and other artists
- Realia